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By PETER W. DYKEMA

Journal of EDUCATION

BOSTON, MASS.
Vol. CIX, No. 4

January 28, 1929

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Founded in 1875. Published Weekly (except August) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Massachusetts, as Second Class Matter.

EDITORIALS

New Commissioner of Education

WILLIAM JOHN COOPER, state superintendent, California, succeeds John J. Tigert as United States Commissioner of Education. Dr. Tigert resigned last July to accept the presidency of the State University of Florida.

The appointment of William John Cooper is highly significant in many ways. It is a national recognition of the remarkable advance in public appreciation of the educational leadership of superintendents. So far as there is any way to know the sentiment of the United States government as revealed in regard to the Commissionership no one was considered who is not a State Superintendent of Schools.

The commissioner is the national administrative leader of public education. The state superintendent is the official state administrative leader of public education. The commissioner is not a theorist nor a professionalist, but an administrator of common sense, such as taxpayers and the public generally can appreciate.

Dr. Cooper became superintendent of Fresno, California, at a critical time, and of San Diego when it would have been easy to have had much trouble. He made a great success of each position, and won high promotion in each case on the reputation for administrative success.

Nothing could be more appropriate than Dr. Cooper's promotion to the Federal Commissionership.

New Faculty Members

THIS school year means more in teacher-training institutions than in any other phase of education. This is especially true of State Teachers Colleges. These are the institutions that come closest to the people who pay the taxes, who ultimately set and maintain standards of education, scholastically and professionally.

A State Normal School cannot be a degree-giving State Teachers College unless its faculty is raised to an academic level, and there is no way known by which to measure that academic level except by academic degrees.

A teacher in efficient service may rightly and wisely be retained who has not seen the way clear to get a degree.

The whole professional academic credit system

is so new that it has sometimes been so crude as not to appeal to some highly efficient teachers in service.

But new members of faculties of State Teachers Colleges should be selected from candidates who have absolutely demonstrated rare ability to teach and such professional devotion as to make any needed sacrifice in securing the academic credits non-essential.

Ability to teach skilfully is the first indispensable requisite of a member of a State Teachers College faculty. "Teach as I tell you to teach" has no virtue unless the students feel in their system that whoever tells the class how to teach demonstrates in action what is stated in language.

Self-Supporting Students

THERE were 878,088 students enrolled in 1,068 institutions of higher learning in the United States in 1928.

There are 763 of these colleges and universities that keep a record of earnings of their students.

These two-thirds of the colleges enroll 84 per cent. of the students, so that a study of these 763 is a fair statement of conditions.

Of the 736,600 students enrolled in the institutions one-fifth of the men and one-tenth of the women are entirely self-supporting. One-half of the men and one-fourth of the women earn a part of the cost of their education in college.

These students earn $33,000,000 a year.

Of the 1,068 colleges and universities 363 are co-educational with an enrollment of 564,345. That is, 64 per cent. of all college students are in co-educational institutions. Of these 49 per cent. of the men and 22 per cent. of the women earn all of their expenses.

These figures are from an unpublished report of Dr. Walter J. Greenleaf of the Bureau of Education.

World Essay Contest

DR. FANNIE FERN ANDREWS, secretary of the American School Citizenship League, announces a prize for the best essay by a student in a State Normal School or Teachers College on "The Influence of Education in Eliminating War." Another prize for the best essay by a senior in a secondary school on "Above All Nations Is Humanity."

Information regarding these contests can be obtained from Dr. Fannie Fern Andrews, 405 Marlborough street, Boston.

The prizes in the contests of 1928 were won by students in the Oregon Southern Normal School, Ashland; Kent, Ohio, State Teachers College; Illinois State Normal School, Normal; Academy of the Sacred Heart, St. Joseph, Missouri; Loveland, Colorado, High School, and Girls' Latin School, Boston.

Appreciation of E. C. Glass

DR. EDWARD CHRISTIAN GLASS, who has been superintendent, Lynchburg, Virginia, for fifty years, the senior educator in public school service in one position in the state, was banqueted with greater distinction than any other educator has been. There was national as well as local appreciation, for he has been high man in the state for the half-century. It is not length of service that has distinguished him, but he has been an heroic and skilful champion of the best issues civically and religiously as well as educationally.

College Teachers at Cleveland

THE National Society of College Teachers of Education promises to be one of the highest high spots at the meeting of the Department of Superintendence. This is interesting, since the modernizing of the Department of Education was supposed to side-track professionalists at the winter meeting. The talent of the five sessions at Hotel Cleveland certainly has as great a popular appeal as that of the General Sessions of the Department.

President F. C. Ensign, Iowa State University, president of the National Society of College Teachers, has created an attractive professional program with representatives of the schools of education of Harvard, Yale, Columbia, Chicago, Pennsylvania, Michigan, Ohio, California, Missouri, Indiana, Kentucky, Iowa, Minnesota, Texas, Kansas, Oregon, Connecticut, Pittsburgh, Cincinnati, Tulane, and Akron.

The subjects are as vitally attractive as are the speakers: Five subjects under "Fundamental Courses in Teacher Training," Educational Psychology, Philosophy of Education, History of Education, Educational Sociology, Educational Research, Educational Problems, The Teaching Load, and others.

Cleveland Program

THE general program of the Department of Superintendence, February 24-28, is unusually attractive. Of course, Presidents Lamkin and Boynton will have prominence. Other eminent speakers will be William John Cooper, U. S. Commissioner of Education; John J. Tigert, Joseph M. Gwinn, president in 1928, George D. Strayer, Herbert S. Weet, John Dewey, Edward C. Elliott, Leonard P. Ayres, M. R. Keyworth, W. W. Theisen, J. Cayce Morrison, M. R. Trabue, E. C. Hartwell, Charles S. Meek, Julian E. Butterworth, Frank Pierpont Graves, William F. Russell, William C. Bagley, Daniel A. Reed, and Paul V. McNutt.

Belding's Page

LOWELL AT HARVARD

THE regime of A. Lawrence Lowell is destined to go down in history as one of Harvard's greatest. If President Eliot opened wide the doors of opportunity President Lowell has pointed the way to students to seize and utilize opportunity. Eliot created the elective system and erected intellectual standards of the highest sort. Lowell is administering an enormously rich and extensive university with painstaking care for the individual student.

A great university may be either a ponderous and cruel machine or an institution in which human intellect and character are developed. President Lowell is endeavoring not to let the mechanism destroy personality. He is constantly shaping the institution to the needs of its undergraduate and graduate members.

The Harkness gift, starting with $3,000,000 and likely to reach five times that sum—making it the largest gift ever received by Harvard from a single benefactor—will make possible the "house" plan of student grouping. By putting together 200 or 300 students, representing a diversity of origins, interests and financial conditions, Harvard hopes to give the benefits of the small college to the students of a university. Harvard will proceed with the experiment as an experiment and will learn to adjust and improve the method as results become evident.

Under President Lowell has come the plan of diversified study, combined with concentration in a given field. Under him have come the freshman dormitories. Under him the "Gold Coast" of privately owned dormitories has been taken over by the university and its invidious social distinctions weakened. Under him has come the custom of inducing as many as possible of the seniors to room in the yard. Under him has come the beginning of a tutorial system. Under him have come "reading periods," in which lectures are suspended for two or three weeks, twice yearly, and undergraduates pursue learning in books.

One may point to conspicuous achievements like the creation of the amazing business school across the Charles river, with the money of a New York financier who wanted to do the whole thing or nothing. But the monumental achievement of President Lowell is to be found in the quiet working out of serious internal problems affecting the welfare and happiness of every student and, in turn, the influence of Harvard for years to come.

If there is an increase of studiousness at Harvard; if social caste has been largely broken down; if admission requirements have become more flexible—these advances can be traced to the mind and spirit of one unassuming leader, gifted with the ability to think things through and to win the cordial support of his associates.

BETWEEN TWO FIRES

DORIS was absent from school one day. The next day she forgot to take the customary written excuse.

"Why didn't you bring your excuse?" the teacher demanded.

"I forgot to," said Doris, simply.

"Can't you think of a better excuse than that?" the teacher snapped.

Which, being analyzed, is this: "I am tired of hearing the plain truth and would like to have you think up a lie for me."

It happens that Doris's parents have been very particular always to have her teli the truth. They have a right to expect help from the teacher along the same line.

Another point which the parents of Doris have stressed is politeness. They have taught her to use the old-fashioned expression, "Yes, ma'am."

Doris said "Yes, ma'am" to her teacher the other day, and the teacher replied: "Don't 'yes, ma'am' me!"

A good deal is said about the home not co-operating with the school. Evidently the school does not always co-operate perfectly with the home.

The lack of co-operation, whichever way the fault lies in any given case, bewilders the child, and so far thwarts instruction.

THE SUBSTITUTE

IT HAPPENS that the teacher who wanted Doris to think up some other excuse than the real one, and who didn't care to be "yes, ma'amed," was a substitute.

Yes, that does explain it a bit, doesn't it?

But why are so many substitute teachers poor imitations of the genuine article? No need to argue the facts. They are notorious. In a few places, perhaps, the substitute problem has been thoughtfully solved. In a vast majority of places it has not.

In some schools a class is allowed to conduct itself in the absence of the teacher. Excellent results have been reported from some of these experiments. It is better to let the children carry on their own session in their own way than to put them in charge of an incompetent person or a person of low grade intelligence.

School authorities don't as a rule pay as much attention as they should to the selection of substitutes. Bridges aren't crossed until they are reached. Then they are crossed in a hurry.

Auson W. Belding

Associate Editor

The Colleges and Music Credit

By PETER W. DYKEMA
Professor of Music Education, Teachers College,
Columbia University, New York City

TO WHAT extent is the great increase in musical opportunities in the public schools being recognized by the colleges? High schools, in which practically all of the preparation for the college is carried on, are expanding their courses and are not giving opportunities for the study of music history, appreciation, theory, voice, piano, violin, both in school and privately, glee clubs and choruses, bands and orchestras, but are crediting toward graduation in larger and larger proportions many if not all of these various musical activities. In some high schools it is now possible for a student to graduate with almost half of his total credits earned in music. How much of this high school credit can the student use for college entrance if he desires to continue his studies with a portion at least of his work devoted to the academic subjects which the colleges present?

A certain educational leader sent two of his sons to northern universities, but the third one, who was interested in music, was sent to a southern university because the latter institution would accept music as one entrance credit whereas the northern institutions to which his brothers had gone would not grant this recognition. Another educational leader had decided to send his son to a certain college which was willing to accept the boy's high school credits, which included a considerable amount of music, until he discovered that the college course was so weak in its music offerings that it represented no advance upon the work which the boy had been able to obtain in his high school. These two illustrations are typical of conditions which are leading students, parents, and high school principals to study carefully the attitude of the colleges toward music both as to the entrance credits which they will allow in this subject, and the facilities which they present in college for continuing music study.

The National Research Council of Music Education, which is a group of fifteen members selected from the Music Supervisors' National Conference, has been engaged for the past two years in a study of college practices regarding music. In this they have been aided by the National Bureau for the Advancement of Music which has provided the funds for printing the questionnaire drawn up by the Research Council, and for sending these out to all the colleges in the country, and which is now engaged in printing the tabulations and findings which are being made under the direction of the Research Council. The completed volume will represent returns from at least 500 colleges and universities including all of the leading institutions. The report will be in three main sections, the first consisting of a general running comment on the twenty-one questions upon which information was sought. The second part will present a condensed summary from each institution, of what it does in granting entrance credits in music and in presenting music courses for its students. These summaries are now being submitted to the various institutions for checking up so that when they are finally printed they will be authentic. By means of these the person who is interested in learning what any college does regarding music, can quickly turn to this volume and find a concise and still complete statement for that institution. Anyone who has attempted to extract this information from the average college catalog will appreciate how valuable this single feature will be. The third part will consist of a series of tabulations which will enable the more curious investigator to compare practices in various colleges. Each one of the twenty-one items will be presented in a single table, and there will probably be sub-divisions of some of the more important items. This part should be of especial value to school and college administrators.

The Research Council at its meeting in Chicago presented to the general meeting of the Music Supervisors' Conference, and had approved by it for publication as Bulletin No. 8 (obtainable from Professor Paul J. Weaver, editor, University of North Carolina, Chapel Hill, N.C., at fifteen cents a copy) a summary which is similar to the material that will be presented in part one of the complete volume described above. This report was based upon replies received from 467 institutions. Some of the more important items in that report may be reproduced here.

Of the 387 institutions which replied to the question, 330 or 85 per cent. stated that the college or university accepts credits or units in music for entrance. This is a surprisingly high number and a further question points out that most of the institutions have started to do this only within the past five or, in many cases, ten years. It is evident that the practice of granting credit for music is increasing in our higher educational institutions.

Three hundred and ten institutions replied to the question, "How many credits or units in music are accepted for entrance?" Of the largely predominating number of fifteen credits required for entrance, the number of credits accepted in music ranged from one-quarter of a credit to no fixed

amount. Thirty institutions accept four out of fifteen credits; thirty-three accept three; 102 accept one, and 120 accept two credits. Two credits for music out of fifteen entrance credits is, therefore, the predominating practice in the 310 colleges reporting. Further study shows that there is an increasing recognition of music in the number of credits accepted.

The reports on the question which asked what phases of music were accepted for credit showed that while theory or harmony still continues to receive the widest recognition, a large number of institutions are now accepting credit for applied music, or performance, such as playing the piano, the violin, or other instruments of the orchestra, or for singing either in groups or individually.

Of all the 467 institutions replying to the query "Are courses in music offered for credit in your institution," 292 or 77½ per cent. said that they include music in their curriculum.

While music obtains some recognition in practically all degrees which are granted, the B.A. degree seems to be the one which more than any other includes music. Of 120 institutions which give specific figures under this degree, eleven state that of the total number of credits required for graduation 1 to 9 per cent. may be obtained in music; twenty-eight state that 10 to 19 per cent. may be gained in music; forty-eight that 20 to 29 per cent; twenty-one that 30 to 39 per cent., and the remaining twelve institutions state that an even larger percentage may be gained in music.

Most of the institutions reporting, however, indicate that they are just at the beginning of an extensive program of music offerings. Very few of the institutions offer music for any degree beyond the bachelor degree. Twenty-two state that they offer some graduate work in music, and only one specifies that this work goes beyond the master's degree.

These figures represent only a small portion of the bulletin put out by the Research Council, and all of their material will be supplemented and elaborated upon in the volume which will be published by the National Bureau for the Advancement of Music, 45 W. Forty-fifth Street, New York City, early in 1929. This volume will represent one of the most complete studies of the credit situation ever undertaken in any field and should be of great assistance to high school and college authorities in determining the place that music should have in their credit schemes.

The Teacher's Health

By Professor Alfred Osmond

Brigham Young University, Provo, Utah

Unless he keeps his body fine and fit,
Alert and active, ready to respond
To circumstances that environ it,
Like creeping things that dwell in stagnant pond,
Or like elastic bands stretched far beyond
The normal curves of their intrinsic power,
The teacher's mind is tainted, and, too fond
Of petty honors of the passing hour,
It soon becomes as dry as some poor blasted flower.

An animal the teacher ought to be
Who stands erect, with body poised and strong.
His eyes not only ought to clearly see
The lures of life that still sustain the wrong,
But they should trace the mystery of song
Unto its happy and its hopeful source.
Weak eyes and hollow chests do not belong
To men and women who would be a force
In guiding boys and girls along the upward course.

No man with aching limbs and weary brain
Can teach the art of living to a child.
The weakness of the flesh will leave a stain
Upon the mind; for Nature, unbeguiled,
Demands her compensation. If defiled.
She overwhelms the forces of the will
And mars the features of the face that smiled
Upon the faults and fads that maim and kill
The chaster forms of thought and swifter flights of skill.

Be not a weakling, if you wish to teach;
But live to be a creature of your kind
Who holds within the compass of his reach
The health that never halts the march of mind.
The seeker after health will surely find
The inns of gladness all along the way,
To cheer and charm his finer sense of sight,
Till, like the freshness of the month of May,
His work becomes at last a helpful holiday.

Fifty-Fifty Parents

By MARIAN L. GILL

FIFTEEN years of teaching. Fifteen years of pupils—and fifteen years of parents.

Seated at dusk among my books, I stare across the house-tops of a crowded city and see, far away from tests and schoolrooms, two of the most efficient and most delightful of the parents I have met.

They are putting their children to bed, these parents, in a tree which overhangs the roof outside my window. I hear loud twitterings and long-drawn-out chirpings from some troublesome youngsters who do not wish to retire at the early hour of eight, and are complaining to their parents in a most modern manner.

Little good the protest does, however, for these parents are old-fashioned in some respects, and believe in the old-fashioned motto of "Early to bed and early to rise."

"Go to sleep, children," they repeat, "the early bird catches the worm," and they tuck their darlings into bed long before the clock strikes nine. Would that more of the parents I have met would do likewise.

The chirpings become slower, softer, longer drawn-out—cease. I shall not hear these careful parents and well-cared-for children until morning, when they will wake me, saucy sparrows, begging for their breakfast on the roof outside my window.

But stay! They are not all in bed. I see one now, a gay old bachelor he must be, a man-about-town sort of sparrow, still not abed at the ungodly hour of nine. Perhaps he is a married man, an errant husband, I hear such loud cries of distress from the nest in the nearby tree.

Not so, you say. In these modern days it may be Mrs. Sparrow who is thus gidding and gadding, and poor Mr. Sparrow, blamed unjustly, may be at home with the children, calling vainly for his giddy wife.

Ah, no! For Mr. Sparrow wears a little, black bow-tie of feathers upon his gray breast, just where a gentleman's necktie should be, and Mrs. Sparrow wears none. This saucy bird sports a fine, black tie, and needs must be a gentleman, and not a lady-about-town.

His crumb is finished; he departs, and all is still. Both Mr. and Mrs. Sparrow watch at home over their children. Whoever heard of such a thing? What a queer old-fashioned couple the Sparrow family must be! Yet Mrs. Sparrow in her sober dress of brown and gray looks like a quiet stay-at-home body, to be sure.

But Mrs. Sparrow is not old-fashioned, the old tree whispers. Oh, no, indeed, she is quite the opposite.

I can't believe it. For is she not content to appear in the self-same styles that her mother wore, and her grandmother, and great-grandmother before her? No high-priced dressmakers nor exclusive milliners ever present a bill to lucky Mr. Sparrow.

Nevertheless Mrs. Sparrow is not old-fashioned, the old tree repeats decidedly. She is a modern wife. She never asks for pin money. Always finds her own crumbs. She may be quaint, gentle in manner and sober in dress, a domestic stay-at-home body indeed, but she is really quite modern in spirit!

Who would believe it? I exclaim. Yet I know that Mr. Sparrow is a modern fifty-fifty husband, with a flair for domestic science. Many times I have seen him patiently dropping crumbs into the ever-yawning mouths of his ever-hungry family, as patiently and as lovingly as busy Mrs. Sparrow.

He does not sit afar off upon a housetop and watch Mrs. Sparrow rear and educate their brood alone. Not he. He assumes half of the burden of training his family in deportment and supervising their education. He lends a helping wing. He is a male parent who is a parent indeed, and takes his fatherly duties seriously. Would that more of the male parents I have met would do likewise.

The Sparrows are parents worthy of the name. Theirs is what the International Federation of University Clubs calls a "co-educated family," with an earning wife, a "kitchen" husband, and a "multiplied income" of crumbs. Dreamily I wish that all of the parents I have met did as well by their families. Poor little dark-eyed mites, dodging in and out among the push-carts, why do I think of you? Are you not "more than many sparrows"?

Saucy Sparrow family, I shall be awakened early in the morning by your twitterings and bickering, noisy squabblings and scoldings, with much ado about nothing and no blood shed. Sometimes, early in the morning, two great giants appear, greedy Starlings from the park near-by. They steal your crumbs and frighten you, busy little wage-earning wife and fifty-fifty husband, and this must not be. I shall arise and chase your enemies away, for you are pretty fair parents by our standards of today, you two queer, most old-fashioned yet most modern of the parents I have met.

Home, Sweet Home

By ARTHUR DEAN

"There is no place like home," writes a girl who keeps house for a big family, whose father is particularly unkind, and who never has a moment of her own to get away from home. Then she adds: "But this is a discouraging sort of home."

Yes, my young friend, there is no place like home. There is no place in the world where you can get a better or a poorer meal, where you can get better or poorer treatment, where you can get more or less understanding, or where you can get more or less human sympathy.

There is no place like home for a father to dominate his children as though they were slaves. There is no place like home for a mother to leave and gad the streets while she has parked her children in some movie house. There is no place like home for a grown-up boy to "sass" his mother as he never would dare to talk to his employer. There is no place like home for a girl to show all her bad manners, her lack of interest in helping her mother and her deceitful ways in order that she may save her good qualities for outside consumption.

There is no place like home when the home is a good one. And no place like the demnition bow-wows for release from a bad home.

Home can be a place in which to return when everything else in town is shut up; home may be only a house on which there is a mortgage; a home may be merely a restaurant and lodging place; a home may be the place to which one goes with dragging feet, a heavy heart and an unsettled spirit.

A home may be the most wonderful place in the world; a resting place for tired bodies; a refreshment spot for meeting the demands of hunger; a place where someone understands even if the world does not; a place where excuses are believed; where our bodies fit the furniture; where we don't have to "put on" in order to "put over"; where beloved hands are laid in ours, and where when jaded, as we may be, with the rush and glare of the outside world, we — of our home — can in each other's eyes read clearly — understanding, trust and love.

Copyright.

John and Joe at the Library

By MARION LOVIS
Supervisor of School Libraries, Detroit

"TO-DAY we went to the library," reported John and Joe, on Friday of their first week as proud first-graders.

"But you can't read," protested their high-school brother. "What could *you* do in a library?"

John and Joe made no reply beyond the statement that the "lady read them a story," but it was evident that they were quite satisfied with the day, including the library.

The brother's question is a reasonable one. Children in the Platoon Schools begin the habit of library use from the first grade, and John and Joe were learning to read in the classroom. One half-hour a week was spent in the library, where a specially-trained teacher began to lay the foundations of a life-long association with books. The children enjoyed the room with its bright bulletin boards, plants, shelves of books, including easy and picture books, and small chairs and tables.

John and Joe knew that the lady had told them a story. What they did not know was that the librarian had a very definite and well-planned program for teaching them the use of books for study, and for leading them into the joys of reading.

At the beginning of the term there were stories. The children learned how to take the books from the shelves properly, how to turn the leaves from the top, and what were the things that hurt a book. They learned to walk quietly to and from the shelves, to sit in their own little chairs and look at the pictures, and how they tried to read! Sometimes John or Joe took his book to the librarian to tell her about the pictures. On the day that John deciphered the words of "Tom, Tom, the Piper's Son," he squealed outright with delight at recognizing it. So the librarian, making use of the occasion to stimulate and encourage the other children, exclaimed:—

"John is *reading* his book. What is it, John?" And, breathless with pride and excitement, John read his verse. From that time the library and all the books belonged to John, for now he knew that some day he could read them all.

At the beginning of the fourth grade the children went to the library two half-hours a week. Now they knew what books they wanted to read, and where to find them on the shelves. When they had the study of Japan in the geography class they went to the library and found stories, pictures, bulletin boards, and special exhibits from the children's museum illustrating their studies. They knew now that their teachers and the librarian talked over the work, and that the librarian borrowed special books from the public library, and sent for the special exhibits from the Museum so that the classroom work would be more interesting.

They had been taught now how to look for a topic in the index of the book, how to look a word up in the dictionary, and as they progressed into the fifth and sixth grades they felt quite competent to look up any information they wanted in the encyclopedia, World almanac, or "Who's Who in America."

John had one day come upon a book, "The Story of Ab," and after devouring that, he asked the librarian for another one like it, so for weeks he fed his eager curiosity with prehistoric man, and prehistoric animals. When he had exhausted the school library he took his library card, and all the children's room assistants at the public library knew that John was going through the prehistoric man craze. Joe, however, was absorbed in other lines; he had discovered Robin Hood, and King Arthur, and was lost in romance and heroic adventure.

By the end of their platoon school days the school library and the public library had become familiar and necessary to their study and their pleasure.

Like most of the seventh graders, John and Joe entered the intermediate school library a little shyly. It was bigger than that of the platoon school, had many more books, and instead of going with a class to the library at a certain time one might go with a group of other children from a class whenever a teacher asked for further reading or book reports on what they were studying. Then, too, a group of children sometimes went to the librarian and asked for a conference-room. This meant that they were allowed to enter one of the glass-windowed rooms opening off the library and talk over their plans for a play, or prepare one side of a debate. The conference rooms were in great demand because of the multitude of plans that were being worked out in different classes.

Boys and girls went in and out of the library, each with a businesslike air of having work to do, and many children from literature classes came for an hour of reading.

Joe and John watched the scene until they began to feel at home. The books were arranged in the same way on the shelves as they had been in their old school. Some of the old favorites were there, and fascinating new ones appeared. Some of the encyclopedias and other reference books they knew were in place, and although they did not like to ask the librarian to help them at

first, they soon found her as understanding a person to talk to as their old friend who had welcomed them in the first grade.

With their social science class they went several times to the library to have the librarian explain to them the use of the magazine index, "Readers' Guide to Periodical Literature," also to have instruction on how to take notes from a library book, how to find their history and civics references, and what the regulations in regard to book circulation were.

By now John and Joe had baseball gloves at their belts, sometimes rattled with marbles, and swaggered a bit.

The organization and administration of the library began to interest them. The spirit of competency and initiative of the Intermediate School began to infect them, and soon they had joined the Library Club. This club "ran" the library. In company with the librarian they deliberated on questions of policy, rules, and the best good of the library. Each wore a yellow button which proclaimed him on duty to help with library routine, and to assist pupils to find their books. There was a great glow of importance and sense of service, not to mention complete proprietorship of the library.

And always there were topics to look up, problems to work out, and books to read and read. Prehistoric man had given place, with John, to popular machanics, books on machinery, boat-building and locomotives. Joe ranged at large through "Huckleberry Finn," "Jim Davis," and "The Call of the Wild," and pronounced them "swell." Swiftly three years went by, and High School was at hand.

Once more, a little subdued, but not in the least daunted, Joe and John became again the lowest class in their school. But now they knew their way about, and would bide their time, for they already knew from the intermediate days how to conduct a meeting, how to serve on a committee, had been on school teams, and helped edit a paper.

The library was again familiar, though more comprehensive. One went to the library at will from the grade-room or study-hall. Class work demanded more reading in various library books. Assignments were heavy. The fierce spirit of service died out a little. One's interests were more personal, and one told less of what he liked, either to read or to do.

Yet independently of any one John and Joe sought out their own interests in this new library. A great world of the knowledge and beauty which had been opening to them throughout their school life was now shelved about them in the works of master-minds, and into these they dipped at will, each to his own taste. Further instruction in the use of libraries and books followed through the high-school years, and at commencement John and Joe were left at the threshold of adult life with the library and books a familiar and accepted part of their lives.

In the Detroit system of school libraries John and Joe might have had the experiences set forth. The school libraries have as their five-fold purpose: (1) The enrichment of the curriculum. (2) The instruction in the use of books and libraries. (3) The provision for the richer education of the exceptional child. (4) The inculcating of a love of reading. (5) The developing of the habit of public library use.

We are working to fit the libraries to serve the type of school in which they are placed. This involves careful book selection, the right type of librarian, and the creating of an environment in which a child may glimpse, through books, a universe.

Change Your Plans

By EDGAR GUEST

"'Taint in the way o' common sense
To growl at rain an' bring the sun,
A grumbler never built a fence,
Or finished work that should be done.
I've never known the clouds to go
Becoz some feller sat an' whined.
When it's too wet to plow or hoe,
Some other task to do I find.

"I've never known a kicker yet
To alter things past his control.
Nor met a man with power to fret
An easier journey to his goal.
Fond hopes go wrong an' plans will stray
However much a man complains,
An' spite of all we have to say
When it's willed to rain, it rains.

"The chap that gets the biggest crops
Is not the one that wears the frowns,
When growlin' starts, all progress stops,
No man can climb by sittin' down.
Time spent in whimperin' is lost,
An' cussin' never changes the sky,
The grumbler pays a heavy cost
For every discontented sigh.

"So when in the mire my wagon's stuck,
I do not idly stand about
An' start to rave an' cuss about my luck,
I go to work to dig it out.
An' when I've wanted weather fair,
But skies are gray instead o' blue,
I change my plans right then and there,
An' find some other work to do."

—Exchange.

A Society of Junior Artists

By ARTHUR M. SEYBOLD
Principal, Thomas Jefferson Junior High School,
Cleveland, Ohio

"Mother, it is time for sister to practice her scales," called the voice of a twelve-year-old boy from the kitchen where he was washing dishes. Our junior high school lad did not work thus assiduously each night. Far from it. He had come to dinner thirty minutes late, and was doing penance. While he was actively engaged in splashing soap suds in every corner of the kitchen or flicking the foaming water into the eyes of his admiring dog, the imagination of our penitent hero was busily engaged in collating the catalogue of grievances which he was compelled to endure. And as he was contrasting his lot with the other members of the family, he was suddenly conscious of an unwonted serenity which seemed to have settled over the household.

"Mother," he called once more, "make sister get her practicin' done so she won't bother me when I want to work."

"Jane," calmly rebuked the mother, "this *is* your practice hour, you know."

"All right, in a minute. I want to finish the paper first," petulantly protested the elder sister. "I don't see why Carl is so anxious about my music; he hasn't worked on his piece for two nights now."

An angry exclamation and a clattering of dishes gave ample evidence that this bit of information was not anticipated. And then the scene was brought to an immediate consummation, for the mother assumed a directory role. Jane did her scales and Carl torturingly fingered through a difficult serenade on his 'cello.

How many homes could give variant repetitions of this episode? "Work on your scales, now," "practice your piece" are commands which come to many adolescents like the wakeful trump of doom. Of course, every youngster knows he should fulfill his part of the drill-work compact. He is quite aware of the fact that his music lessons were initiated by himself. He heard a virtuoso making mad melody at the theatre and his imagination was fired. He, too, would perform for the admiration and applause of great audiences. A 'cello and a teacher must be had at once. Alas! the siren call had brought more drudgery than he had anticipated. The comics in the evening papers were crying out to him, luring him into delectable fields of romance and humor. And this had to be pushed aside, crumpled upon the floor and given to the recumbent form of his faithful dog that could not read and could only wistfully endure a tragic hour of serenades jangled in and out of tune.

This is, perhaps, an exaggerated exposition of a condition which may not be as universal as many fond parents are sometimes prone to believe. Many of our boys and girls are desirous of achieving some measure of success upon the musical instruments which they have selected. But they are human and their desires glow and pall, are rekindled, sparkle and again grow fitfully weak. Sometimes we parents may feel that the flame is entirely extinguished and all of our hopes and our painstaking plans have gone awry. And again we are startled at a new frenzy of endeavor. After all, is this not natural? We do not always accomplish what we have undertaken. We, too, dream through many evenings. We do not always bear the brunt or like a spirited race horse chafe triumphantly at the bit, mad for a race. Why then should our offspring not fall heir to our weaknesses as well as our abilities?

I am not seeking to excuse laziness or a torrid lethargy in growing children. But I am asking for sympathetic patience and understanding. And it was to bring motive and delight to many such hours as these that the Société des Artistes was organized at Thomas Jefferson. We were conscious of the pleasure which every student feels when he is given an opportunity for a manifestation of strength in any field of endeavor. We knew that everyone, whether he be youthful or aged, whether he be adolescent or confident in the successes of the noon of life, likes to do what he can do.

So we looked for a means of bringing a new motive to our potent musicians, a dynamic drive, an impelling impetus. And thus came the society of artists. This is how it happened. Our directors of music suggested a club which would meet once each month after school hours. They proposed to arrange a formal program in which our best musicians might play the numbers upon which they were working with their regular music teachers. Each student was expected to rehearse his selection before our orchestra leader at least one period a week in preparation for the monthly program. It was felt that this would integrate student achievement in terms of vigorous interest.

A campaign was carefully planned and the idea was taken to the school. First an auditorium program was given, a program in which our best known musicians appeared before the whole student body. It was then announced that we were conscious of the fact that there were many more children within our ranks who could play well enough for all of us to enjoy their selections. We proposed to give these students free lessons so that they might perform creditably before school audiences. Our only requirements were that they

meet our orchestra director once each week, and that they would play at least two formal numbers at monthly club programs. We also announced that a semester auditorium program would be selected from the best numbers appearing in the monthly meetings.

The idea appealed to a large number of students. From many applicants twenty-five of the most promising candidates were selected. When these students were consulted as to the time which might be available for practice and for rehearsal it was found that an activity after school hours would conflict with other interests just as impelling and just as important as the one which we were fostering. Our original idea was modified and given a turn which made our organization a vital one. The best musicians of our school were our best students. They were not only in the band and the orchestra, but many were members of our dramatic clubs, and engaged in unique projects in various classroom activities. These students were making good grades in most of their subjects. The Société des Artistes determined not to be hampered by conflicting interests. The group planned to meet within the school day and to practice during school hours. A rotating schedule was devised for each student. The student who practiced during the first period on Monday of one week was given the second period Monday the next week. All students were given similar rotating schedules so that no one missed more than one recitation in a regular academic subject each month. This plan at once met the hearty approval of all members of our faculty, and was equally satisfactory to the children themselves.

The time of our monthly programs was placed on the same day which our parent-teacher club held its meeting. The parent-teacher club meets during our eighth and ninth periods. The society of artists was given the seventh period. This was arranged so that any mother who desired to attend both meetings might do so. And the convenient arrangement has met with the success which was anticipated.

Our programs are held in our little theatre, a room which seats eighty students. Two visiting classes are brought to each meeting. By this plan a constant number of new recruits will be assured when our nine A class members are graduated. These visiting groups are taken from classes which have shown most progress in creative work in any field. Sympathetic appreciation is thus assured. Not only is new talent thus stimulated, but our musicians are given a good audience, which is a most necessary concomitant to good solo work.

Thus, practice hours with an expert teacher and a propitious environment for an adequate presentation of musical programs within school hours have made the Société des Artistes a popular club.

Let us glance through a recent program:—

Minuet in G—(Beethoven) String Quartet

Violin solos: "Kuiawiak" (Wieniawski)
"Ave Maria" (Bach) Edward Beach

Piano solo: Polish (Scharwenka)
Arthur Berchtold

Piano solos: (a) Mazurka in G Minor (Chopin)
Saul Bolasny
(b) "To a Wild Rose" (MacDowell)
Louise Stryfeler
(c) Second Waltz (Godard)
Berenice Beunk

Clarinet solo: "Solvej Song" (Grieg)
Josephine Schwartz

Piano solo: Prelude (Rachmaninoff)
Donald Bitzer

As one glances through this program it seems so conventional that he is tempted to feel that this, perhaps, was just one more children's concert. But how many musical programs may claim different distinction? Certainly the numbers presented were not entirely free of amateurish touches. Why should a growing child, whose muscles have not reached a fully developed state of nice co-ordination, be expected to execute tones of professional finish? This is not achieved in many professional musical clubs. And two selections, a violin solo and a piano solo, were played unusually well, so well that our visitors were surprised beyond expression.

If one but leans toward youthful performers, listens to them with sympathy and love, surprising results may be reached. An adolescent boy may thrill with harmonies lured from a tin whistle played on the bank of a quiet woodland stream. There he becomes the very incarnation of Pan and he pipes to nymphs and dryads of forgotten archaic ages. More than once have I come upon youthful satyrs lost in rhapsodic harmonies which they were painfully teasing out of old mouth-organs or antiquated flutes. To them the melodies were replete with passion, to them the music was sublime.

Let a growing boy or girl, who is just beginning to feel the attraction of this great art, come in contact with music that is merely mediocre in its quality and he is often stirred to depths of emotion beyond the conception of mere adults. He is even thrilled by the simple runs of the soloist who practices his scales, by the scraping and confusion of an orchestra which is tuning for a concert, or by the reverberation of melodic tunes which he tediously pounds upon the piano with finger and thumb.

Now this is but a response to an emotional attitude which may be quickened and fired when properly stimulated by good music. And how much more vividly may the imagination play, and how much more will the music be enjoyed if the student be given the opportunity and the technique for expressing his own emotions in this medium. So, when I attend the meetings of

the Société des Artistes I feel that I am not merely attending one more children's concert. I feel that I am embarking upon an excursion which will lead my fancies into new Pan-flights, which will let my imagination drink rare draughts of youthful inspiration, exuberant and uncontrolled. And I am never disappointed. No audience will be disappointed if it will sympathetically lean toward youthful performers when their emotions have weighed anchor and pushed off from the shore.

In order that we might discover the children who delight in playing solos, in order that we might bring to these children a propitious environment in which the love of music could be stimulated and fostered, and in order that we might integrate student achievement in this art in terms of vigorous interest the Société des Artistes was organized at Thomas Jefferson.

Creative Language

By THOMAS HERBERT ROBINSON
Rhode Island College of Education, Providence, R. I.

(Continued from January 21.)

Miss Holne: We get suggestions of materials from investigations that have been made concerning the interests of children in the field of modern poetry. I sometimes question the results of these studies, for I am not ready to discard from my own list a poem that children in some other school have not liked. How do I know whether these children may have attempted to read it without an adequate background of imaginative experience?

Mrs. Janeson: To be very honest, do you believe that some of these investigations are always fair with the children? From one point of view it has seemed to me that investigators may very easily take unfair advantage of the children. I am a lay-worker in the field of literary appreciation of children, but I should think that the thing which is needed most in the selection of materials from the new poetry is a sound critical approach, and not an approach through the enjoyment of the children alone. After all has been said and done I ask whether my children who love poetry are interested in graphs and medians and questionnaires about poetry. They are interested in the poems. Furthermore, if I know anything about readers, I am very doubtful if a true reader, and especially a child-reader, will reveal himself to any one except a person of whose sympathy he is certain. Why is it necessary that children should have favorite poets? My children love poetry, but I cannot discover that they are interested in the poets' names. They are interested in their ideas, their vision, the images they put before them, the thrills and beauties the poems carry to them in their appeal. This is what I have been trying to say: It appears to me that creative work in poetry must be approached from the point of view of art and not from the statistical angle.

Miss Prescot: There is another part of a teacher's equipment that will interest you, I am sure, Mrs. Janeson. The appearance of the children's rooms convinces me of the fact. She must acquire skill in making her classroom a place in which poetry can live and be exchanged, and move about among her pupils and play a really vital part in their daily experiences.

Mrs. Janeson: Very true. And what finer thing does she need than a personal plasticity to the changes of life, a plasticity that will aid her in her constant renewal of her own spirit at the fountain-head of imagination—childhood? My children are my inspirations.

Miss Holne: There is one more thing—retained educability or retention of the power to live and to live more abundantly as her teaching experiences accumulate.

Mrs. Janeson: This information is all so inspiring to me. Now, tell me how you begin to teach poetry to such children as my Janice and Maurice.

Miss Holne: But Mrs. Janeson, we do not teach poetry. Miss Prescot and I hold firmly to the belief that poetry cannot be taught. Versification can be taught and must be to a reasonable degree. Miss Prescot does a great deal with it in her fifth grade, in an elementary way to be sure. Poetry is a power that is born into the world with every one. That power lies dormant. Then one day it may happen, as a result of his environmental contacts, that a child begins to feel the charm of poetry, to share it, to live with it, to think about it. He has taken his initial steps toward becoming a poet, or he has started to appreciate poetry. Fortunately for the cause of civilization, there is in that bundle of nerves called a human being, an instinctive trend of the organism to create. The beginnings of poetry go back to creativeness.

Mrs. Janeson: To be sure, they do. The word "poet" means creator, maker. You find, do you not, that this poetical asset differs widely among individuals even when they are placed in situations that call it forth?

Miss Holne: Indeed it does. I believe, of course, that many pupils are creative in a real sense if given opportunities in which to create. This may be said of most of our pupils. Over a period of time I try to study the strength and weakness of the creative urge in a pupil before I attempt any extensive activity along this line.

Miss Prescot: Of course, for creative work in poetry, childhood is the time for simplest beginnings. Young children are so fanciful. Imagination and fancy are prime essentials of poetry. Is there any other period in his life when a person is more possessed with poetic fancy than in his childhood?

Mrs. Janeson: This is the point, my friends. In order to satisfy their imagination, that spontaneous play of their minds over the world about them, children need music and art and poetry. A rhythm of thought and emotion is as much a part of the nature of children as the rhythm a motion. The Janeson children often answer from their experiences in very simple patterns of verse when they are trying to express themselves. I encourage them to do so.

Miss Prescot: Exactly. Given channels for self-expression, normal children will express themselves. This is a truth in teaching. And yet, how often do visitors say to me: "Well, you may be able to do such things with your pupils, but I could never do them with mine. They must be exceptional children that you have." They are not exceptional. They are children who are given avenues for self-expression and who are encouraged to use them.

Mrs. Janeson: By the way, I often wonder if Janice and Maurice are different from other children. They are very independent and do not want to be patronized.

Miss Holne: Over-praising them may stifle the creative urge in some children. Children want respect and encouragement in their work from their elders, and opportunities to be themselves. They need encouragement, suggestions, stimulation to bring forth those powers of creation that have come into the world with them.

Miss Prescot: There is one thing about creative work in poetry that fathers and mothers should understand clearly. We teachers are not trying to produce poets. We are seeking to assist the individual child to develop his latent poetical powers. We know that our boys and girls will eventually go into various trades and professions. The question we keep before us is this: Will poetry go with them to illuminate those departments of life that they enter instead of remaining outside as a specific profession in itself?

Mrs. Janeson: There is a question that you have not answered. How do you begin such work?

Miss Holne: We begin very modestly. We read poetry to our boys and girls; we read it again; and we continue to read more poetry. We urge mothers to read it to their children. In our own classes we started with the better traditional or conventional materials, for we did not feel certain of ourselves in the field of the new poetry as we do now. As I look back on those classes, it seems to me that I went on a delightful voyage of discovery with my pupils. I always tried to make selections of real poetry that represented my own most abiding experiences.

I watched for responses from the children, and I waited patiently for them. It seemed to me that I was blowing a spark, so to speak. I was arousing a latent power. I recall a friend of mine who read "The Rime of the Ancient Mariner" to her seven-year-old boy. When she had finished it, he said: "Read it again, Mama." That is the glow for which I watched. I knew that when a child felt the satisfaction of the rhythm of poetry, he would be a very strange little mortal if he did not respond.

My pupils began to ask for repetitions of poems read to them. They requested the privilege of reading them by themselves. They took books of poetry to school with them, revealed to their classmates discoveries they had made, and sought opportunities to share them with their classmates. I encouraged them to do so.

Finally one day a girl slipped into my hand her feeble attempt that she had made to write something which she called poetry. I shall never forget the thrill that passed over me. I praised her honestly for the effort she had put forth.

Mrs. Janeson: Are you ever imposed on? What do you do with the sprightly, superficial young enthusiast who uses his new freedom that must necessarily accompany such work to impress you, his teacher, with his own prowess as a poet?

Miss Holne: Usually I blame myself. I have overstimulated the child, and, as a result, he has urged big brother or big sister or Tom, Dick or Harry to assist him in producing something smart to hand me. When I detect this practice starting in a pupil I know that I am on a wrong tack, and I begin again.

Miss Prescot: We try to remember always that we are helping something to develop that must grow from within the child outward. We can stimulate this poetic asset from without the child by the environment we set up, but we cannot fashion it from within directly. That must be done by its possessor.

Mrs. Janeson: You teachers stress a great deal the fact that such work is essentially the result of a child's own efforts. I have noticed the very evident emphasis which you place on that fact.

Miss Holne: I have learned that I am forced to give such emphasis to it. Too often have I encountered the discouraging remark: "Oh, don't tell me that your pupils wrote it." If a child's poetical effort has to be gone over for revision, and usually it has to be, I offer him suggestions and advice and allow his classmates to give the same, but otherwise I leave the poem to the child for revision. I try to be honest with him. I do not tell him that he has something of value when he has not. He would soon discover my deception if I were to play such a risky game with him, and he would lose confidence in me. I insist on verses that result from genuine experiences of the

children. I am not interested in imitations with these young children.

Individuality is the keynote of creative endeavor that I wait for my pupils to strike. I help them abundantly to appreciate the poetical significance of various types of experiences. I suggest fields of experience for their observation. I stimulate them by reading poetry to them and with them, but I never ask a child to write imaginatively on a subject suggested to him by me.

Miss Prescot: In other words, we drive children back on themselves, to search within, to roam in the imaginative fields of childhood that are rich and boundless beyond our most fond expectations. One of the very best signs of progress for which I wait is the refusal of a pupil to accept help from me and the spurning of it is as unnecessary and impertinent. After all, theme and treatment are not my provinces in creative work; I am merely a guide and adviser. The pupil must be thrown back on his own experiences and resources for his theme, and on his own individuality for his method of treatment. I am his colleague and his confidant. It has been my experience that the secret of happiest results in creative work is found in a teacher's non-interference with the creative efforts of her pupils except for the prevention of unnecessary waste or disaster.

Mrs. Janeson: How do you maintain your own mental poise? Everybody engaged in education today seems to be filled with painful unrest and criticism, some to a great degree and others to a lesser extent. Is not education suffering from the creative urge to a degree that is painful?

Miss Prescot: I sometimes fear that many teachers have seized upon the word "creative" and are trying to use it as some form of classroom device. It must not be applied in that fashion. From my own experience I should say that a teacher cannot be exacting in setting free the spirit of creativeness. She must never tear it forth from a child. Whenever I have succeeded in uncovering it my own feeling has been to stand back from it in awe and humility, for I have felt that I have caught a glimpse of that divine spark in man—his soul in childhood. I do not want to harness this shy, elusive, spiritual force for my own theoretical use. All I want to do is to uncover it, reveal it to the child, to open avenues for its activity. I leave it to nature to take care of the rest.

Mrs. Janeson: Mr. Janeson and I admire what you have already accomplished with our children and their classmates. Such a result as this is proof of your sincerity and of the soundness of your philosophy. You are doing a worthwhile piece of work. (*She reads.*)

THE BLUEBELL

I saw a little flower.
It was blue like the sky.
I heard its sweet bell ringing.
I wondered why.
Are you calling to the flowers,
For they only can hear?
Are you calling the birds, bees, and butterflies,
Or are you calling me,
Bluebell dear?*

Miss Holne and Miss Prescot, do American boys and girls like poetry?

Miss Prescot: They like it when they come by it naturally, when they are permitted to make it part of their lives, when it is not fed to them forcibly or presented to them artificially, when they meet it with their teachers or parents who know how to read it, when to share, when to stop, and when to leave them alone with it.

Mrs. Janeson: This talk has been so interesting and helpful to me. Creative expression in poetry is this, is it not? It is the releasing of his powers when a child feels a relation between the rhythm of life that seethes about him and his own thoughts and feelings and when he transfers his feelings to words as well as he can. Creative effort is an invitation to the self to come forth. The mother or the teacher who encourages and guides creative expression in poetry or in anything else is preparing children to live. This, my friends, is my conception of true character-building. This is the type of education that reaches the immortal part of the child—his soul. We of the older generation who encourage children in these ways utter a call to boys and girls to come forth with us into life, to live their present lives, and to prepare to inherit the earth and the richness thereof in their turn in the next generation. We reveal to them a gleam of our abiding faith in the satisfactions of life to which we introduce them.

Miss Holne: The guidance and direction I give my boys and girls in their creative efforts is an expression of my faith in them. And they respond and by their responses they enjoy enrichment in their young lives. They will know enrichment and abundance of living in the future.

Miss Prescot: The other evening when I was addressing our Mothers' and Fathers' Club on this subject, I summed it up as follows:—

"Not every one can write poetry, but every one can attempt to read it. Children like to have it read to them; and when they can do so, they enjoy reading it.

"Why are parents and teachers encouraged to read poetry to children?

"To enable them to live more abundantly. In poetry, children not only read about life, but they actually encounter it there in terms of the experience of the poets. Poetry enriches the lives of children, especially their emotional lives which are such important parts of their characters.

"To help them to know the truth. The outer facts and circumstances of life change and pass,

*Written by an eight-year-old boy of the third grade of the Henry Barnard School, Rhode Island College of Education

but the great truths live on through the years. Literature, and especially poetry, is the treasure-house of truth and ideals.

"To quicken the imagination. The child who is accustomed to visualizing mental pictures develops an increased power of making such pictures and of realizing them.

"To come in contact with beauty. Poetry quickens a sense of beauty in an individual and inspires him to think and feel things of beauty.

"To experience the magic of words. This is a fascination in itself. The music of poetry, its rhythm and its melody are evidence of the wonders that can be wrought with words. There are thrills and surprises for children in word-effects.

"To feel joy. Love of poetry brings joy in reading it and in writing it.

"To remember. It is a satisfaction to be able to fill some gap in the life-stream with a well-loved stanza, a poem, or even a line that sings to one even from the days of his childhood."

If

If we noticed little pleasures
As we notice little pains;
If we forgot our losses,
And remembered all our gains;
If we looked for people's virtues,
And their faults refused to see,
What a comfortable, happy,
Cheerful place this world would be.

—Anon.

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School Problems

Edited by a School Executive

220. Why do we get so comparatively few out to teachers' meeting? It seems to be the same story, no matter what group it is from, classroom teachers to superintendents. (New York.)

Well, it may be that a very large number are not interested in their work enough to come, and then again it may be that the meetings themselves are not worth while. Maybe it is both. I am inclined to think many elements enter in to make up a composite reason. First let us cast out that group who have not the proper professional viewpoint. They won't come to meetings of a professional nature anyway, no matter how fine, or who runs them. But now for that group of real school people who are anxious to promote themselves and their schools. How can we get them out to educational gatherings?

The quality of the program is most important. Frequently we have small speakers, or speakers who are limited to a small field and so fail to interest a large number. Our lack of wealth or wisdom may be to blame for the selection, but teachers trying these kinds of program soon get an anti-complex to all educational programs.

To go to educational meetings costs money, and unless the teachers get their money's worth they won't repeat. It is a different story in the business world, where the salesman and delegate gets his expenses paid. Usually the school man or woman pays his or her own.

Then the wide range of age is a serious factor. The heavy program which is such a mental challenge to older teachers distresses the very young teacher. Middle-age complacency, slow movement annoy her. It is hard to hold the varied interests of such a wide range of age in the same program. It has to be snappy and deep, a difficult combination.

Separate meetings for different groups may be the answer to it or a concession to some entertainment until your young teachers get the habit of attending educational meetings. We sometimes forget the force of habit when working with teachers. Both lines of procedure are worth trying.

221. Should extra-curriculum work in High School receive credit? (Arkansas.)

I believe that is one of the ways many differentiate between curriculum and extra-curriculum work, by not giving credit for the latter. In many places some of the curriculum activities, such as music, receive credit, while others do not. This is a fine place for argument. How you arrive at the division I am sure I don't know. Where such a situation exists I think it is largely a matter of tradition before we learned that word "extra" in connection with curriculum. I have no sympathy with that word "extra" in this connection at all. I think it is the cause of much misunderstanding and trouble. All these activities if worth while should be a part of our regular curriculum, and carry credit, is my personal belief. I fail to see how you can divide them into two parts as extra-curriculum activities, one part carrying credit, without giving rise to much justified controversy. The value of any activity depends upon the disposition and needs of your group, and there you are in the midst of varying personal opinions, and how you can justify yourself on giving credit for one and not for another from any such subjunctive basis I can't see.

It must be remembered that we are in our infancy in this "activity" work in our high schools, and perhaps the word extra was an easy introduction. In time I feel sure that all our activities will be a part of our regular curriculum, be carried on in regular school hours and receive credit. How rapidly you can approach that goal will depend upon your community and your faculty.

222. Where should we school men stand on this question of "Are we carrying education too far?" Isn't much of it economic propaganda? (Illinois.)

Yes, a great deal of it is deliberate economic propaganda from selfish people who care for nothing but immediate personal gain, and against whose influence we have always to guard our schools. The schools will have to cost much more before they meet the needs of the people, and the expense is due to mount in spite of the most powerful influence in this country. All evidence points that way.

Now when it comes to carrying education too far in some directions, such as the classical high school, that is an entirely different question. You are questioning the kind of education as measured by the needs of our people. That question is justified, but it is not an economic or saving question, for technical and vocational education is the most expensive education we have, and as we adjust our high schools to these lines of work and to meet the needs of our boys and girls in this way the cost is bound to soar.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Opening and Closing Hands
V

That night the daughter of Mahmet crept to his side. "My father," she said, "here is this gold earring that you gave me. It has blood upon it and I do not wish to wear it any longer." "Blood," cried Mahmet. "Have you cut your ear?" "No," said the child. "It is the blood of its owner who is dead." "Fool!" cried Mahmet, rising up, "who has told you such nonsense as this?" "No one," said the child, "but from Essed Sindhi's story I learned that it is not good to possess stolen things." The next morning Mahmet went early to the tent of the wise man. "Not in vain," said he, "have you been called the wise-one. I would be a fool if I closed not the ears of my people to your words. Henceforth you shall sit apart and the children shall be forbidden to go near you." "The unwilling guest cannot choose," said Essed Sindhi. The next day Mahmet went about his tasks with frowning brow. He saw the eyes of children looking at him sidewise as he walked, but when Essed Sindhi passed he noticed that straight eyes followed him with eager interest in their gaze. "Fool that I am," said he to himself, "even now my children turn to this man as plants do to the sun. Lest his presence here destroy me, I shall send him on ahead a day's journey under guard. When we reach El Tizar I shall deal with him as I know how." Scarcely, however, had the caravan got under way on the morning following the departure of the sage when it halted again in a hollow above which rose the sloping sides of gray dunes. To the right, traced in the soft sand by the long walking stick of the wise man, were the words: "Thy brother's footprints are at every crossing of the trail." "What is this that halts the march?" cried Mahmet as he rode up. "The words of the wise man," said his daughter. "What do they mean?" but Mahmet, reaching out, thrust the point of his long spear here and there in the sand until the words were gone. "March on!" he cried, "and heed not the words of the fool. As I have shown you the spear can destroy them even as the wind would a day hence." From then on, however, Mahmet rode in the front of the caravan and the criss-crossing of his spear on the smooth sides of the dunes made all wonder.

(To be continued next week.)

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Opening and Closing Hands
VI

When evening came Mahmet called his chief men together. "At dawn," he said, "we attack the caravan carrying gold out of Africa to the Nile. Bring back Essed Sindhi, for he shall go with us bearing a spear in his hand." When dawn came the caravan of gold came slowly winding like a dark serpent out of the dust of the desert. With wild cries Mahmet and his warriors rode to the attack. Before them, in the keeping of a guard, rode Essed Sindhi, clad in white garments and bearing a spear. On all sides of him the battle raged and his camel was jostled here and there by the rushes of armed men. He alone sat silently with his spear point raised aloft, a calm witness of the evil that flowed beneath him, and out of the corners of their eyes the warriors of Mahmet saw him sitting thus and, in some strange fashion, strength left their arms and the will to kill faded in their hearts. What they would gladly do in darkness or in the presence of each other, they dreaded to do before the eyes of one whom they knew to be honorable and just. Now when the battle had waged three hours, the heat of the desert sun became such that men could not fight and both sides retired to the shelter of such shade as their camels cast. Then Mahmet the Mighty called about him his chief men. "Cowards," said he, "where is the strength of arm and steel of will of the old days? Are you to be beaten by a band of merchants?" "Mahmet," said one, "It is the wise one in our midst. In his presence we cannot do the things that we should do to win this battle. He sits like a mighty angel of the Lord above us, judging with his silent eyes and condemning this thing we do." "Cursed be the day I took him prisoner," cried Mahmet. "From that moment there has been a change in all of you. I thought to conquer him and behold he has robbed me of my strength. This hour he shall die, and then all will be as it was before." When Essed Sindhi stood before Mahmet he looked calmly at him and said: "Brother, what is that you think to do?" "Do you not know?" asked Mahmet. "I know," said Essed Sindhi, "and I wish to thank you now for the spear thrust that you plan to give me." "It is not a favor that most men thankfully receive," said Mahmet. "True," said Essed Sindhi, "but most men see darkly and, therefore, do not understand. My friend, there is a spirit in each one of us which grows only through service in the cause of love."

(To be continued.)

Opening and Closing Hands
VII

"If you only knew, my friend, the value of this spirit, greater than mines of gold and sea beaches of solid pearls, mightier than the stars that roll or of blessings more numerous than the desert sands, you would see that one, such as I, knowing of this truth, cannot serve any cause save that of love. Therefore, my friend, I thank you and assure you of my love even while you slay me." The old philosopher paused. "This story," he said, "is like the grape vine, hiding under its spreading leaves the purple fruit. Only to him is the fruit revealed whose hand turns back the broad leaf letting in the sun.

"Can you ask what happened, Abou Dey? Why, Mahmet slew the wise man, of course. In what way did the golden age come then to the desert? In this way, Abou Dey. The words of the wise man were true and the day came when Mahmet the Mighty understood their meaning and tried to atone for all his evil deeds by doing good ones. His charity went forth upon the desert like a gentle rain, and his mercy overshadowed like a cool cloud and happiness sprang up like flowers about his feet. Thus, you see, Essed Sindhi was not defeated, and since he overcame his enemy through love, to him belongs the victory."

COMPREHENSION STORY.

(For written reproduction.)

Tiddly Winks

Tiddly Winks had a disposition of which no one could be proud—that is no one but Tiddly Winks. He seemed proud of it because he went on acting just the same in every game that was played.

Tiddly Winks knew, of course, that he was supposed to hop into the little cup and help win the game whenever he could. Did he ever hop into the cup? Not Tiddly Winks. He was

more apt to hop clear off the table and roll under the radiator.

One day Mary Anne had company. "Let's play Tiddly Winks!" said Company. Mary Anne agreed and got out the board and the long round boxes in one of which Tiddly Winks himself was fast asleep.

"Ho, hum," complained Tiddly Winks. "I don't like this at all. I don't want to play, either. I won't help win the game for Mary Anne—instead I shall jump every-which-way every time I am touched."

Poor Mary Anne! She could not imagine what ailed her game. First, Tiddly Winks landed in Company's hair, then he landed on a shelf where it took five minutes to find him; then he hopped into Mary Anne's ear and made her squeal; he jumped up and rolled over and over until he fell through a crack into the basement; at last he hopped right up into Company's mouth.

"What an ugly Tiddly Winks," said Company. "I wouldn't have him around. He is not fit to stay in decent company."

Just then Tiddly Winks hopped higher than ever and landed right in the middle of the fireplace where a long log was doing its best to make the room cozy and warm.

"Ouch!" cried Tiddly Winks, "This is no place for me," but before he could roll off to safety old man Fire had taken hold of him and was eating him up. You see he was made of celluloid, and old man Fire likes celluloid better than anything else in the world.

Mary Anne wiped away a tear at the fate of Tiddly Winks, but Company said: "Your set is better off, Mary Anne, without that hateful old fellow; he never helped you to win a game; instead he always did his best to undo the good work of others."

Seeds

The wild asters are in bloom again beside the road. The air is full of their gentle blueness. The white butterfles love them and their blossoms murmur with the music of innumerable bees. The man whose mind is full of thoughts of business and of golden gain will pass them by. They offer nothing that the mills can use. The poet will linger on the fringes of their purple cloud and lose himself in the joy of finding them blossoming beside the road.

It is a lovely thing to know that no autumn ever lacks their glory. They are as constant in their happy coming as the sun and moon and stars. A little later their brown seeds will fall to the earth and disappear. The eye of man will not be able to find them buried in the soil. The spring will come and each invisible seed will send forth leaves and stems and thus prepare the framework on which to spread the glory of the flowers.

The philosopher, thinking of all this, will pause as he walks along the road and say to himself: "There is a great law working under all things. The truth is shining here in these star-like flowers. From the seed that is sown arises the blossom that is to be, aster from aster, goldenrod from goldenrod, joy from joy, goodness from goodness, love from love. Whatever is sown will blossom in the rich acres of earth or spiritland."

When a bit of sunshine hits ye,
After passing of a cloud,
When a fit of laughter gits ye,
And ye'r spirit is feelin' proud,
Don't forget to up and fling it
At a soul that's feelin' blue,
For the minit that ye sling it
It's a boomerang to you.

—Captain Jack Crawford.

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EDUCATION IN ACTION

Educator Would Segregate Sexes

Dr. Franklin Winslow Johnson, president-elect of Colby College, in giving his views on co-education before members of the Western Maine Alumni Association of the College, said he would like to see in Maine a separate college for women. "Such a thing may grow away from our own institution," he said. "It is not that I am opposed to the women now in college, as we are committed to a policy, yet I believe a policy of gradual segregation might be possible. Where classes are sufficiently large to admit of the plan, I am in favor of segregation, except in the matter of advanced courses in which joint classes would be advantageous. I believe the policy of limitation of women admitted to the college to be sound."

Boston Board Re-elects Gray

Francis C. Gray was unanimously re-elected chairman of the Boston school committee at the first organization meeting of the year. Committeeman Edward M. Sullivan was unanimously re-elected treasurer. Pupils of Boston schools, according to a resolution passed, will have the opportunity to see and hear American history and particularly the struggles of the pioneers, at a special illustrated lecture to be given each Saturday morning at 11 o'clock, for fifteen weeks, at the Civic Repertory Theatre. The offer, which also was made to parochial schools, was made by J. Weston Allen, a trustee of the theatre, to Mrs. Jennie Loitman Barron of the school committee, who is also a theatre trustee. Upon the insistence of Committeeman Sullivan it was decreed that a representative of Superintendent Burke should attend each performance.

Employed Boys Show Up Well

A study of 75,000 employed boys in the State of New York, recently completed by the industrial education bureau of the State Education Department, reveals that the working boy of 14, 15, 16 or 17 years is not the irresponsible individual he is credited with being by some persons. This working boy sticks to his job and is not given to idleness, according to the survey. That the boys who have gone to work before completing high school and who attend a day part-time or continuation school four hours a week, as required by law, show a marked tendency to keep the first positions they obtain is indicated by the fact that of the total number studied, forty-four per cent. had held but one job since leaving full-time school. Only twenty-nine per cent. of the boys had held two jobs since quitting full-time school, and thirteen per cent. had held three jobs. According to the results of the study, these percentages show the close connection between education and the number of jobs a boy going out into industry will hold. It is evident, the Education Department finds, that the schooling a boy receives in the upper grades gives him a market value which enables him to obtain a better job than does the boy who leaves school in the lower grades.

Better Teaching Promised Maine

Maine schools are expected to have a complete roster of thoroughly prepared teachers by 1930, according to the annual report of Dr. A. O. Thomas, State Commissioner of Education. This means that all elementary schools will be taught by persons with a full normal education and all high schools by college-trained teachers. "City schools and those in the more prosperous villages have for some time demanded these qualifications," the report says, "but the low per capita wealth back of each child in many country towns made it impossible to pay wages which would attract teachers with higher educational qualifications. In 1924 there were 535 normal graduates in the country schools, while in 1927 the number had increased to 1,295, a very substantial increase. We set 1930 as a time sufficiently remote to see a well-prepared teacher in every school. Successful teachers of experience, but of lower educational rating, are being given opportunity to make up their deficiency."

Fraudulent Trade Schools Exposed

Many so-called trade schools take enrollment fees ranging from $10 to "whatever the applicant could pay" from persons who are out of employment, promising to obtain work for them at the end of the "course," according to witnesses testifying before the New York State Industrial Survey Commission. Some of the schools conduct a course in "automobile washing" and promise their "graduates" positions paying $30 to $40 a week, it was said. After completing the instruction, however, no employment is available. William F. Gill, an inspector in the Department of Licenses of New York City, asserted that many such schools rent offices near employment agencies or hire desk room in such agencies so as to establish contacts with persons seeking work. One school employed "runners" to approach prospects, he said.

School for Mediums Opened in London

Under the name of the British College of Psychic Science, one of the strangest schools in the world exists at Holland Park, in West London. Within its portals men and women are trained by a long series of experiments and lessons to become spiritualistic mediums. The fact that mediums are for the most part not merely spontaneous, but are carefully trained to their profession, was revealed in an interview by Mrs. Hewat McKenzie, principal of the college. "People come to us, having been told by a medium that they have psychic power," she declared. "That does not always mean that they would themselves make good mediums, for there is psychic power in all of us. But if we are satisfied that the would-be students are of a suitable type, and have a satisfactory family history, we undertake their further psychic development. A medium's work is in no way intellectual. It is purely emotional and intuitive, and therefore a highly emotional, uncontrolled person would be unwise to train for a medium."

Movies Added To School Course

Motion pictures have been introduced into the curriculum of the Horace Mann School, New York City. Dr. Rollo G. Reynolds, the principal, said there would be weekly showings of news reels and short educational films,

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being the first time, he believed, that any school in the city has made regular use of the motion picture. Primary pupils, who cannot read well, will have the pictures explained beforehand. Current topics will be stressed and short features added to supplement class work. The school, which is connected with Teachers' College, Columbia University, recently adopted typewriters to teach reading and writing.

Ambassador Schurman Burgess of Heidelberg

United States Ambassador Jacob Gould Schurman to Germany will be present at Heidelberg at the formal exercises attending the announcement of the institution of the "Schurman Foundation," with which a new lecture building is to be erected. The city and the university will conduct the exercises jointly. The ambassador, who received an honorary doctorate from the university last May, is to be made an "Ehrenburger," or honorary burgess, of the city of Heidelberg on this occasion.

Contracts Forbid Teachers Dancing

Terpsichore is taboo in Monroe County, Tenn., schools. A clause in teacher contracts provides that they must refrain from social dancing during the time they are teaching. It was inserted in the contract by Superintendent H. L. Callahan. Memorizing of the Lord's prayer, the ten commandments, and the twenty-third Psalm is required of every school child in the county. A system of weekly reports requires a teacher to give the number of homes visited during the week.

Soviet to Use Art To Improve Peasants

Aleksey Svidersky, newly appointed head of the Soviet government art department, has announced a plan for the expenditure of $100,000,000 on art during the next five years. This sum, he said, would be spent in Soviet Russia exclusive of allied republics, such as Ukrainia and Caucasus. The raising of the cultural level of the workers and peasant masses became a paramount part of the Bolshevist program. Svidersky plans to build a large number of dramatic and motion picture theatres in workers' centres in provincial cities where places of public amusement are lacking. New theatres will be built in each county, while museums, drama and opera will be made accessible to the masses by the popularization of all kinds of art institutions by means of the lowest possible admission fees. Svidersky also stated that to meet the Russian people's steadily growing desire for intellectual advancement, the U. S. S. R. art department had decided to publish not only the Russian classics but those of the world's most eminent writers. These will be sold at the lowest possible prices and thus made accessible to all.

School Endowments High in New England

While public school systems of Massachusetts tussle against a wave of economy to hold their own in appropriations, the private schools of the Bay State continue to lead the country in the liberality of gifts received. Three of the five private schools of the country to receive gifts of more than $1,000,000 during 1928 are in Massachusetts. A fourth and the most fortunate of all the private schools during the past year, is in New Hampshire. The 1928 endowments to private schools have not been as great, however, as those of the year before. The private schools, like the public schools, have felt a pinch of hard times. Enrollment has fallen off somewhat, and gifts are not quite so large as they were a year or two ago. But many of the largest private schools, like the colleges, had before this year completed drives for extensive additions to endowment. The endowments of New England private schools have long run above those from other sections. The schools in this section are older and for the most part more strongly established with the highest of reputations in the educational world.

Columbia Opens German Centre

The German centre to be established at Columbia University will be formally opened late in January by Dr. Nicholas Murray Butler, president of the university, at which time a reception to Baron von Prittwitz, German Ambassador to the United States, will be given. The centre is to occupy the five-story building at No. 423 West 117th street, between the Casa Italiana and the Maison Francaise. It will be known as the Deutsches Haus and Professor Frederick W. J. Heuser of the department of Germanic languages will be in charge.

Jewish Students Seek Racial Tolerance

Eleven universities, including Oxford, Glasgow, Dublin, Belfast, Leeds, Liverpool, Manchester and Birmingham, were represented at the tenth annual conference of the Inter-University Jewish Federation, which was held at Leeds, and at which the subject of anti-Semitism in European universities, outside the British Isles, was discussed. "There has been no appreciable improvement in the position of Jewish students in Europe during the year," said J. Stone of Oxford, foreign secretary of the federation. "In Rumania there is not a single Jewish student attending the universities, and physical violence and flogging has been applied recently to Jewish students who attempted to do so. In Hungary, methods are applied to limit the number of Jewish students at universities and in Poland there is much friction. The National Union of Students recently sent a letter of protest to the Hungarian Federation of Students on its attitude toward Jewish students."

Marriage Favored Over Professions

Despite the lure of the many professions now open to girls in France, marriage is still the greatest attraction to them. Colette Yver, the author, who has made a study of the question, gives her conclusions in an article. She decides, for one thing, that the French girl will never be a dangerous competitor of man. Thousands of French girls have embarked on the liberal professions, but according to Colette Yver most of them dropped the job as soon as a suitable husband came along. In the Paris region, for instance, there are 244 women doctors, 145 of them married, and only thirty-seven of the latter practicing. Out of 900 women who obtained medical degrees during the past twenty years

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only 250 actually are engaged in their profession. The author concludes that the remainder, although clever enough and modern enough, prefer to intrust the earning of money to their husbands.

School Financing Makes Progress

That an entirely new theory of financing education is opening up before the nation's educators is indicated in the report made public recently by Dr. Paul R. Mort, professor of education at Teachers' College, Columbia University. Dr. Mort reveals the Teachers' College has influenced the structure and working of no less than fifteen state school systems, and that eight legislative bills worked out and written by professors at Teachers' College are now pending before the legislatures of as many states. New York State has done the most in application of the newer knowledge, the report shows.

All-India Federation Started

An all-India federation of education associations has been organized. It embraces five provincial associations, with others under consideration. Membership, which at present is about 5,000, is open to the entire teaching profession, including university and college instructors, and head masters and assistant masters, in all classes of schools. The organization was effected in large part through the influence of the World Federation of Education Associations. Headquarters are at Cawnpore, and meetings are held annually.

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TREND OF THE TIMES

FORMER KINGS, queens, grand dukes, grand duchesses, princes and princesses, representing nine countries, with an aggregate population of 350,000,000 people, now are crownless and countryless. Forced by the World War from their homes, many of them are now eking out a precarious living at menial callings in scattered parts of Europe. Many live largely on the bounty of relatives or friends.

SUPER-GOVERNMENT for Chicago and Cook County, headed by James W. O'Leary, banker and former president of the United States Chamber of Commerce, is being considered by the city's business, financial and industrial interests as a means of putting an end to financial and political chaos, which has resulted in the rejection by the voters of more than $100,000,000 in bond issues, huge deficits in nearly every city department, padded payrolls and other graft.

STABLE DOLLAR plan is now approved by about eighty-five per cent. of American economists, according to Dr. Willford I. King, professor of economics at New York University, and a pioneer in the stable money movement. "The next thing is to connect up with the business men and the politicians," he said. "Big bankers who used to be very hostile now are friendly. The investment bankers are lined up pretty well with us. Private bankers, who once were much opposed, are just beginning to come in."

FIRST and greatest of all the powers and privileges and opportunities that a President of the United States exercises is more absolute power than any other ruler in all the world. He is the most powerful person in the world while holding office. The honors and favors that Uncle Sam presents to the President with the compliments of the American people are innumerable— but he can enjoy them only for eight years, two terms. In addition to the gratuities paid for by the people the new President falls heir to many unofficial courtesies.

ICE CREAM was not produced for the first time in Philadelphia as asserted in the American press, according to historians in Florence, Italy. The Florentine records show that there was a thriving ice cream trade in that city back in the fifteenth century. Catherine de Medici, when she moved from Florence to France, was so addicted to ice cream that she took her own "gelateria," or freezing plant, along with her.

SUBJUGATION of anemia, progress in surgical treatment and operation, a forward step in combatting pneumonia with serum, improved technique in oxygen treatment of pneumonia, improvement of the tannic acid treatment of burns, three important steps in the study of cancer and advancement in the study of heart disease, obstetrics and gynecology, were the outstanding milestones in American medicine in 1928 in the judgment of leading physicians of the country.

MUSICAL CAPITAL of the world is New York, according to Serge Rachmaninoff. American concert audiences, he said, were bigger and more appreciative of good music than those of any other country. New York has replaced Berlin as the bright particular heart of music, Rachmaninoff added, and Philadelphia possesses one of the greatest orchestras the world has ever heard.

COAL MINERS unemployed in England will have to get other work or starve. This is the deduction from reports compiled by the League of Nations and experts of the International Labor Office. While every other European country has increased its coal production since the war, far exceeding the pre-war average, British production showed a startling decrease despite the wide-spread unemployment.

BEARD TAX in Russia, which came into existence during the reign of Peter the Great, was recently enforced in Omsk, where the Children's Welfare Society, in need of funds, hit upon the idea of applying the neglected law. The effect was to send many people to the barber shop. Beards, it is said, have lost much of their popularity in Russia, although the peasants still are partial to them.

TUNNEL under the Strait of Gibraltar has been advised by a commission appointed to study the possibility. The cost is estimated at $48,000,000. The tunnel itself would be about twenty miles long and wide enough to permit the daily passage of twenty trains. As the zone affected is felt to be very well known, realization of the plan is regarded as quite feasible.

The BOOK TABLE

A MANUAL FOR STUDENT TEACHERS. By Hugh Clark Pryor, Ph. D., Head of Department of Education and Professional Training, Kansas State Teachers' College, Pittsburg. New York: The Macmillan Company.

Dr. Pryor has demonstrated superb skill in training student teachers for genuine success under varying conditions. One of Dr. Pryor's rare achievements is the fact that he never allows a student to think that any college training is the last word in preparation for certain success. His student teachers always have an open mind ready to attack any unexpected professional, parental, civic, or community complex problem. His "Manual for Student Teachers" makes the student teacher, is certainly a commonsense effort to formulate a plan by which any student teacher may help himself to master any problem which confronts him in an emergency with a child or a parent, with associate teachers or principal, with a supervisor or superintendent, with sectarian or political situations. It is the first book in its class and meets a real need in an effective way.

HISTORICAL SKETCH OF THE STATE COLLEGE OF WASHINGTON, 1890 to 1925. By Enoch Albert Bryan, president of the State College of Washington 1893 to 1916. Cloth. 556 pages. Illustrated. Published by the Alumni and the Associated Students, State College of Washington, Pullman.

It would require several pages of the Journal of Education to say all that we would like to say about this volume which is a pioneer in a great pioneer educational movement. Nowhere else in as good form is there a statement of the plans and purposes of the Land Grant College. No one else has drawn as graphic a picture of what a Land Grant College has done for a state or section of the United States as does Dr. Enoch A. Bryan, who has known one of the famous Land Grant Colleges from its first inception from the outside and twice from the inside.

The author is a native of Indiana, graduate of Indiana State University with an earned Master's Degree from Harvard University (1893). In 1916 he retired from the presidency and was State Commissioner of Education of Idaho 1917-1923, and professor of the State College of Washington since 1923. Scholastically trained, administratively inclined, with historical instincts, with fine literary taste, Dr. Bryan has rendered a service to his college, to his state, to the Pacific Northwest and to education such as no one else has rendered.

The Alumni and Associated Students have also rendered inestimable service in giving this study of education so fine a setting.

HOW TO DO RESEARCH IN EDUCATION. A Handbook for the Graduate Student, Research Worker, and Public School Investigator. By Carter V. Good, Ph. D., Miami University. Cloth. 300 pages. Baltimore: Warwick and York, Inc.

This is an important contribution to professional education because it clarifies some phases of professionalism which need clarifying. One paragraph characterizes the important service he renders.

"At one time it was the practice of medicine man, priest and orator to be mystifying, voluble, and to indulge in high-sounding phraseology; probably the maintenance of the offices in question depended on such procedure. It is possible that some writers in education have used these methods."

Dr. Good demonstrates ability to use a terminology clearly understood by people who pay taxes and who provide the public sentiment without which professionalism would be a burden too heavy for the public schools to carry. It is an important contribution to public education at a time when common sense is greatly needed in all educational literature.

PHILOSOPHY OF TODAY. Essay on Recent Developments in the Field of Philosophy. Collected and Edited by Edward LeRoy Schaub, Northwestern University. Cloth. 609 pages, 6 by 9 inches. The Open Court Publishing Company.

There is no other equally interesting and important résumé of changes in philosophic thinking in this century in English-speaking countries, in French-speaking countries, in German-speaking countries, in the Scandinavian countries, in South America and Argentina.

There are thirty carefully prepared studies of these thirty phases of modern philosophy. It is in every respect a presentation of the remarkable contribution that The Monist is making to the thinking of today. We quote from Dr. Schaub's Introduction:—

"This volume is a collection of the various essays published in issues of The Monist beginning with April, 1926. It includes in addition an account of recent ethical developments in Germany, prepared by Professor Bruno Bauch for The International Journal of Ethics and published by the latter in January, 1926. For this co-operation on the part of Professor Bauch and The International Journal of Ethics we are very peculiarly indebted, for even with it we must accept a number of unexpected lacunae in preference to a longer delay in the publication of the rich material now in hand. Particularly regrettable are the unforeseen circumstances that disrupted arrangements which we considered made for accounts of present Italian philosophy."

WISCONSIN. By Dr. Edward A. Fitzpatrick, Dean Graduate School, Marquette University. Cloth. Illustrated. 426 pages. Milwaukee, New York, Chicago: The Bruce Publishing Company.

The tendency to magnify state history by local writers and publishers is gratifying and should be of increasing importance, not alone because of its local use in schools. Teachers in all states would do well to read the histories of the states. It is as significant that teachers in the United States know about Nicolet, Marquette, Heinepin, Radisson and Duluth, as about many of the personages of ancient and medieval history they are required to know in order to get credits, yes, as of many persons in the Atlantic states.

Dr. Fitzpatrick has a rare gift of intensifying personalities. The publishers have adapted the book to school use in several important particulars.

THE AMERICAN SCHOOL AND UNIVERSITY. A Year Book Devoted to the Design, Construction, Equipment, Utilization and Maintenance of Educational Buildings and Grounds, 1928-29. Cloth. Illustrated. 380 pages, 7 by 11 inches. Published by the American School Publishing Corporation, 443 Fourth Avenue, New York.

This is a remarkable account of the progress of building projects and development of the campus of colleges, universities and public buildings during recent years. There is nothing comparable to this in extent or in detailed statement of what has been done or of the way in which it was done.

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GRINS BETWEEN GRINDS

Ouch!!

Little Jane: "I s'pose I ought to be looking for a husband now, Auntie."

Old Maid: "Why, dear?"

Little Jane: "I heard daddy say you'd been looking for one for twenty years, so I'd better begin early."

Worth Learning

Mrs. Nexdore: "What has your boy learned at school so far this term?"

Mrs. Nayber: "He has learned that he'll have to be vaccinated, that his eyes aren't really mates, that his teeth need repairing, and that his method of breathing is entirely obsolete."

A Helping Hand

Colored Laborer: "Boss, will you please, sir, 'vance me twenty-five cents on my time. Our deacon is gwine away and we wants to give him a little momentum."

Long and Short of It

"Doctor, if there is anything the matter with me, don't frighten me half to death by giving it a long, scientific name. Just tell me what it is in plain English."

"Well, sir, to be frank, you are lazy."

"Thank you, doctor. Now tell me the scientific name for it. I've got to report to the missus."

Prosperity Era

Commercial Traveler: "My firm has just engaged ten men to do nothing but pump water to dampen stamps, our business is so large."

Rival: "That is nothing. Our business is so huge that the head bookkeeper has to go by car from debit to credit in his cash book."

Identified

"Hello, Brown, why, you've shaved off your beard and moustache. I really wouldn't have recognized you if it hadn't been for my umbrella."—Vancouver Province.

Nature's Kindness

Asked by her school teacher to describe the backbone, a schoolgirl said: "The backbone is something that holds up the head and ribs and keeps one from having legs clear up to the neck."

Horse

A groom who had been reproved by his master for talking about the 'osses, exclaimed: "Well, if a hayche, an' a ho, an' a harr, an' a hess, an' a hee don't spell 'oss, my name's not 'Enry 'Omes."

Which Was That

"Can I make a left-hand turn here, officer?" inquired the green motorist.

"You can," replied the cop, with a grin, "and I can go home and sass my wife, but what I'd hear from her if I did would be about what you'd hear from me if you did."

A Modern Janitor

Nitt: "Once I saved a man's life, but I never got a medal for it."

Witt: "Give particulars, please."

Nitt: "An inebriate once came home to his apartment and turned on only the hot water to take a bath in, and he would have been scalded to death, only I happened to be the janitor of the building and there was no hot water."

Could Say That Much

Hub: "This article says that women's feet are growing bigger. Do you believe it?"

Wife: "Well, at any rate, women are proving more and more their ability to fill men's shoes."—Boston Transcript.

Young David Harum

Jimmie—"Dad, will you give me a watch for my birthday?"

Father—"Why, what do you want with a watch?"

Jimmie—"Willie Snooks has got a dog I want, an' he says he'll trade it for a watch."

Why Teachers' Eyes Need Care

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JOURNAL MAIL BAG

Thanks!

Editor, Journal of Education:

I want to congratulate you on the wonderful content of the Journal during the last few months especially. Your propaganda on the Ph. D. situation is receiving very favorable comment everywhere—not because any of us are opposed to scholarship, but because there is so much lack of common sense in the Ph. D. attachment of today.

Your articles on the teachers' colleges' overstress of methods have also been very illuminating and uplifting. Then Dr. Winship's editorial on "Marketable Intelligence" in a recent number is a real "knockout."

Splendid as the Journal has been through the thirty-five years I have read it, it is still getting better.

W. A. Brandenburg,
President Kansas State Teachers' College, Pittsburg, Kansas.

Appreciates Humane Lesson Cards

Editor, Journal of Education:—

A number of educators have expressed their interest and appreciation of the new Humane Lesson Cards published by the American Humane Education Society, 180 Longwood Avenue, Boston, Mass. A request from State Teachers' College, Missouri (college of our N. E. A. President) requested a number for their training schools. A letter from one superintendent may interest your mail bag readers:—

"The new Humane Education Cards have a direct appeal to children. The younger children use them as educational seat-work material by studying the pictures and reading the related information. Expression of their thoughts and comprehension of their reading can be tested through oral or written compositions. In the lower grades, coherent blackboard compositions concerning what they read seem most valuable for relating such moral training to the tool subjects of writing, spelling, and informal grammar. After reading and studying a card, the child usually chooses some such title for his composition as one of the following: —

"How I care for my cat.

"Why my father takes care of his cows.

"My best pet—our horse.

"Feeding the birds in winter.

"What I did for 'Rover' (dog) yesterday.

"The work may even develop into an involved project pertaining to the farm, to pets, or to wild animals. There is probably no subject having a more instinctive appeal to children than that of animals. Naturally, then, the habits and the care of animals form a most valuable study to children of all ages and the cards should greatly stimulate their interest in them. Here is true character education for children of the elementary grades in a disguised but impressive form.

"Sincerely,
(Signed) "Roland H Chatterton,
"Superintendent, Portsmouth and Middletown, R. I."

Words of commendation and kindly interest in our Humane Lesson Cards are greatly appreciated.

Very truly yours,
M. L. Hall.
Boston.

Pedagogic Excellency

Editor, Journal of Education:—

How well all thinking Americans appreciate the privilege of those highly blessed members of the teaching profession who can attend to the duties of the classroom in a spirit of *refinement* and *pedagogic consecration*. Is it not a fact that when teachers conduct their class duties in such an atmosphere, they have greater spiritual power, greater mental power, greater physical power?

Teachers who permit themselves to submit absolutely to the desires of any condition in the classroom, or any circumstance, that may be imperfect, or that may be less than the "pedagogic absolute," such teachers are submitting more or less to imperfection, or they are allowing themselves to be controlled or guided by forces or entities that may not be nearer pedagogic truth than they are. In any case, they are violating the laws of pedagogy if they submit absolutely to anything that might exercise their teaching power imperfectly.

Eugene Bertram Willard.
Chelesa, Mass.

The Influence of Good Books

Editor, Journal of Education:—

The influence of a good book cannot be estimated. Besides the pleasure afforded, there is an enriching of the mind, a widening of experience, an enlarging of sympathies, while thinking with the great, fine minds of noble men and women writers. Then, too,

there is the free play of the imagination. Ralph Waldo Emerson has said: "Many times the reading of a good book has made the future of a man."

Notable people have been influenced by the reading of the Classics, and it is interesting to note the names of people who admit this fact, and the books and authors influencing them.

Shakespeare
Abraham Lincoln
Ralph Waldo Emerson

The Bible
Daniel Webster
John G. Whittier
Abraham Lincoln

Arabian Nights
Alexandre Dumas
Lyoff Tolstoi

Don Quixote
Charles Dickens
Thomas Bailey Aldrich

Robinson Crusoe
Washington Irving
Alexandre Dumas

Plutarch
George Eliot
Napoleon
Alexander Hamilton

Faerie Queene
Nathaniel Hawthorne
John Milton

Fairy Tales
Charles Lamb
Sir Walter Scott

Gulliver's Travels
Hugh Miller
Lucy Larcom

Odyssey
John Ruskin
Henry Stanley

Pilgrim's Progress
Sir Humphrey Davy
Benjamin Franklin
Abraham Lincoln

"Character is what you take with you to Heaven."—Mary McSkimmon, Pierce School, Brookline, Mass.

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